

Programme 95.†

(January to March, 1923.
May to July, 1923, in the Dominions.)

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Parents' National Educational Union. The Parents' Union School.

(Address: HOUSE OF EDUCATION, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and good literature."—(DEAN COLET).

FORM I. (A and B)

PUPILS' NAMES.....

Bible Lessons.

In all cases the Bible text must be read and narrated without interruption.

A & B For Bible passages see *Sunday School Lessons*, by Dr. Paterson Smyth (A.P.C.K., Vol. III., P.N.E.U. Office, 1/6): (a) *Joshua and Judges*, Part I., Lessons 9, 10; Part II., Lessons 1-6. (b) *St. Mark's Gospel*, Lessons 9-16. In teaching, read the Bible passages ONCE and get the children to narrate; read the Lesson (Paterson Smyth) to bring the passages home to the children, adding comments if necessary. Children might use *Bible Atlas* (S.P.C.K., 1/3). *The Children's Book of Prayers*, by S. B. Macy (Longmans, 9d.).

Sunday reading (optional):

A *A Book of Golden Deeds*, by Charlotte Yonge (Macmillan, 2/-), pp. 300-372. *The King of the Snakes*, by Mrs. Baskerville, (S.P.C.K., 2/-).

B Mrs. Gatty's *Parables from Nature* (Dent, 2/-), or, *The Child's Book of Saints* (Dent, 2/-), may be used.

A & B *Sidelights on the Bible*, by Mrs. Brightwen (R.T.S., 3/-). *The Wonderful Prayer*, by G. Hollis (S.P.C.K., 2/6). *The Winchester Hymn Supplement* (Warren, Tunes 6d., Words 4d.)

Writing.

A *A New Handwriting*,* by M. M. Bridges (P.N.E.U. Office, 5d. each card; instructions 6d.): card 2, lines 1 and 2; card 3, line 5. Two letters to be mastered each lesson. Teacher study instructions. Transcribe from reading books, and write words and short sentences from dictation.

B *A "New Handwriting"*, card 3, line 5; card 5, lines 1 and 2; one letter to be mastered each lesson, teacher study instructions. To be able to write, and print, letters and words from dictation as well as from copy (see *Home Education*, page 234).

BEGINNERS.—Right-hand half of card 4 of *The "New Handwriting."*

† The 95th term of work set since the Parents' Union School began.

Tales.

- A *Pilgrim's Progress** (R.T.S., 9d., or, better 2/6), Part II., from "Matthew marries Mercy" to the end. *Tales of Troy and Greece*,* by Andrew Lang (Longmans, 4/-), pp. 1-44.
- B Three Fairy Tales. Andersen's *Fairy Tales* or Grimm's *Fairy Tales* (both, Oxford Press, 1/6, or Dent, 2/-), may be used. Three fables, *Æsop's Fables* (Murray, 2/6).

English History.

- A *Our Island Story*,* by E. H. Marshall (Jack, 10/6), pp. 141-192. Mrs. Frewen Lord's *Tales from Canterbury** (Sampson Low, 1/6), pp. 73-121.
- B *Our Island Story*, pp. 1-44.

Geography.

- A *Ambleside Geography Book*, Book I.* (2/6), pp. 55-66, Book II.* (3/-), pp. 63-96: six map questions before reading letterpress, then reading and narration; no additional matter should be introduced. Philip's *Atlas of Comparative Geography** (3/6). Children to be able to tell about six places father and mother have visited. Pace distances on each of 4 roads for 2, 4, 5, 6 minutes, and say in each case in which direction you walk. Suitable tests under "Guiding," or, P.U.S. Scouting (see *Parents' Review*, June, 1920).
- B *Ambleside Geography Book*, Book I., pages 12-25. *How the World Travels*, by A. Methley (Gardner Darton, 2/-), pp. 41-83. Make in tray of sand (or see June P.R., 1922), valleys, rivers, hills, villages.

Natural History (including work for the holidays).

- A & B Keep a Nature Note-Book (P.N.E.U. Office, 6d., and see *Home Education*). Find and describe (a) six twigs of trees; watch, if possible, and describe (b) ten birds, (c) five other animals. [*Countryside Rambles*, by W. S. Furneaux (Philip, 2/6), may be used for special studies, January to March, and for reference]. See also "Guiding" Tests in Nature Lore.
- A *Trees and Shrubs*,* by Mrs. Fisher ("Eyes and No Eyes Series," Cassell, 1/3), pp. 1-38. *Tommy Smith's Other Animals*,* by E. Selous (Methuen, 2/9), pp. 1-64.
- B *Wild Life in Wood and Field*, by Mrs. Fisher ("Eyes and No Eyes Series," Cassell, 1/-). *Tommy Smith at the Zoo*, pp. 111-183 (Methuen, 2/9).

Picture Study (see *Home Education* for directions).

- A & B Study reproductions of six pictures by Raphael* (P.N.E.U. Office, 2/- the set): teacher see notes in the January No., 1923, of the *Parents' Review*.

Sums.

- Teachers should use *The Teaching of Mathematics to Young Children*, by I. Stephens (P.N.E.U. Office, 6d.).
- A Pendlebury's *New Concrete Arithmetic* (Bell), Year II.,* (5d.), Term II., or, *A New Junior Arithmetic*, by Bompas Smith (Methuen, 4/-), pp. 1-7, 60, 61, taking different examples. Tables up to twelve times twelve (five minutes' exercise in every lesson). Tables to be

- worked out in money thus: $9 \times 7 = 63$. 63 pence = 5s. 3d.
- B Pendlebury, Year I.,* Term I., to be worked with dominoes, beans, etc. Rapid mental work.

French.

- A *Le Livre Rouge* (Blackie, 3/-), pp. 21-34. Children to narrate. *French Fables in Action*, by V. Partington (Dent, 1/9), pp. 32-42.
- B *Illustrated French Primer*, by Henry Bué (Hachette & Co., 2/6), pp. 55-64; 126-130, inclusive. Words to be taught orally with pictures. Children to narrate *The Children's Entente Cordiale*, by L. M. Oyler (Jack, 1/6), Nos. 21-26.†

† Very inaccurate, yet very useful.

Brushdrawing.

- A & B Six twigs of trees; six animals that you have been able to watch; and pictures of people you have read about in your *Tales*, in brushwork. Memory drawings. Children should draw occasionally with brush or chalk from memory. *Pencils should not be much used*. For chalk drawing, milled blackboards (P.N.E.U. Office, 1/6 each) may be used. Paintbox with specially chosen colours and brush (P.N.E.U. Office, 3/-). See *Drawing* in the January and February P.R.'s, 1923. For outline drawing: *What to Draw and How to Draw It* (Skeffington & Son, 3/6).

Recitations.

- A & B To recite a poem (each child may choose a different one), to learn two hymns, Psalm 19, and two suitable passages of 6 verses each from (a) *Judges*, chapter 5, (b) *St. Mark*, chapter 11. I.A, *The Fairy Green*, by R. Fyleman (Methuen, 1/6), or *The Golden Staircase*, I.B, Parts I. or II., I.A, Parts III. or IV. (Nelson, 4d. each).

Reading.

- A Poetry and book used for History, Geography, and Tales
- B Reading taught as in *Home Education*, using *The Children's Letter Box** (2/6) together with *Dickory Dickory Dock: The Children's Reading Box** (3/6), both prepared by Miss E. Tetley (Jackson & Son), or, *The Happy Reader*, Part I. (Simpkin, Marshall & Co., 8d.),
- or, Children who can read may use *The Happy Reader*, Part II., by E. L. Young (Simpkin, Marshall & Co., 1/-), taught according to directions in preface, or *The Sunflower Girl* (Milford, 7d.).

Music.

- A & B *Child Pianist* (Curwen & Son, 3/-), continue *Teacher's Guide* (revised edition, 7/6).

Musical Appreciation.

- Programme of Debussy's music (to be heard). *Parents' Review*, January, 1923.

Singing.

- A & B Two French songs, *French Songs*, by Violet Partington (Dent, 9d.), or, *French Rounds and Nursery Rhymes* (Augener, 2/6). A hymn.

- A *Ten Minutes' Lessons in Sight-Singing* (Curwen & Son, 2/6), lessons 1-6. Two English songs: *The National Song Book*, edited by C. V. Stanford (Boosey & Co., words and voice parts 2/- each, complete with music 6/-).
- B *The Joyous Book of Singing Games*, by John Hornby (Arnold, 3/6), or, *Songtime*, edited by Percy Dearmer (Curwen, 4/6).

Drill.

- A & B *The Joyous Book of Singing Games* (see above), or, *Rhythmic Games and Dances*, by Florence Hewitt (Longmans, 3/6). *Syllabus of Physical Training* (Eyre & Spottiswoode, 1/6), Tables 1-4. Teacher see pages 161-163. Skipping. *British Marches for Schools*, by Martin Shaw (Evans, 4/6). Students take House of Education Drills.

Work.

- A & B Help in house or garden. See also "Guiding" tests. *The Little Girl's Gardening Book* (Mills & Boon, 2/6). *Little Girl's Sewing Book*; *The Little Girl's Knitting Book* (R.T.S., 2/- each). Teachers will find suggestive *What shall we make?* by M. La Trobe Foster (C.M.S., 1/-). Help the "Combined Hospital Appeal" Fund (see P.R., January, 1923).
- A *Paper Modelling*, by M. Swannell (Philip & Son, 3/6), Series I., 1-5.
- B *Paper Folding*, by H. G. Paterson (P.N.E.U. Office, 2/6), (materials 8d.), models 1-8, and two other original models on the same lines.

All children should spend two years in Form IA. In the second year they should read their own books and sometimes write narration. Classes in the second year of IA might be called "Upper IA."

N.B. 1.—In home schoolrooms where there are children in A as well as in B, both forms may work together, doing the work of A or B as they are able.

N.B. 2.—Each child in A should have a copy of all books, etc., marked * and a set of the Pictures and materials. One copy of the other books is sufficient. The books from "Recitations" onwards are advisable but optional.

N.B. 3.—For methods of teaching the various subjects see *Home Education*, 5/6 (P.N.E.U. Office).

N.B. 4.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto (ruled single, double lines and squares), 6d. each, and Cambridge paper for the Examination 1/- for 4 quires (*not less*); special clipped book post envelopes, one for the two journeys, 4d. for 3. Also the School Badge (silver, 4/6, white metal, 9d), School Hat Band (2/6), and Ribbon 2/3 a yard. Badges stencilled in washing colours on pale blue linen may also be obtained, 4½d. unmounted, 6d. mounted. For P.U.S. blazers see P.R., January, 1923.

N.B. 5.—Members are particularly asked to follow the notes under *Our Work* in the *Parents' Review*.

N.B. 6.—*This Programme is for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Secretary, House of Education, Ambleside.

N.B. 7.—All letters *re* School and Programmes, except book orders, should be sent to Ambleside. The enclosed Order Form for books should be used. Members are asked to send the School Fees direct to Ambleside. P.N.E.U. subscription, money for books, etc., should be sent to the London Office.

Examination 95.

M₁

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FORM I., (A & B).

PUPILS' NAMES

Bible Lessons

- A & B I. 1. Tell the story of Deborah, *or*, of Sisera.
2. Tell how the Angel of the Lord appeared to Gideon, *or*,
how Gideon chose his three hundred men.
II. 1. Tell the story of our Lord, (*a*), and the rich young
ruler, *or*, (*b*), at the house of Simon.
2. Tell what happened when the women came to the tomb
on Easter Sunday morning.

Writing.

- A Write a line of poetry from memory.
B "Deep lies the snow upon the earth."

Tales.

- A 1. Tell how Doubting Castle was demolished, *or*, what
happened to the pilgrims in the "Enchanted
Ground."
2. Tell how people lived in the time of Ulysses, *or*, of how
Ulysses disguised himself as a pedlar.
B 1. Tell a *short* fairy story, *or*, one of Æsop's *Fables*.

English History.

- A 1. Tell a story about Richard Cœur de Lion.
2. Tell the story of Hubert de Burgh.
3. Where was the Black Prince buried? What do you
know of the funeral procession and of his tomb?
B 1. Tell about Caractacus, *or*, Boadicea.
2. Tell about the coming of Hengist and Horsa.

Geography.

- A 1. Tell why the sun rises and sets.
2. Describe a visit to France, *or*, to Ireland.
- B 1. What did Galileo discover? What do you know about planets?
2. Tell about some of the strange "carriages" people use in China. In what country do people travel on camels?

Natural History.

- A & B 1. Describe three kinds of twigs you have seen.
- A 2. What did "Tommy Smith" learn about a nightjar?
3. How does a tree start? What do you know of the guests of the oak?
- B 2. What do you know about a woodpecker, and a squirrel?
What have you noticed yourself about a cat?
3. What did the ostrich tell "Tommy Smith"?

Sums. (All working must be shown.)

- A 1. Tom jumps $5' 4\frac{1}{2}''$; John, $5' 9\frac{1}{2}''$; Bob, $6' 2\frac{1}{2}''$. How far did they jump altogether?
2. If 3 pennies weigh an oz., how much will 15/- in pennies weigh?
3. If 1 pint of water weighs $1\frac{1}{4}$ lbs., how many pints will weigh 5, $7\frac{1}{2}$, and 20 lbs.?
- or*, 1. Add the difference between £350 and £125 to £245.
2. Find the difference between 6 times 135 and 4 times 248.
3. Would it be cheaper to buy 12 things at 18d. each or 24 things at 9d. each?
- B 1. If a quarter of a cake costs $5\frac{1}{2}$ d., how much will the whole cake cost?
2. How many pieces of ribbon $1\frac{1}{2}$ inches long will 2 feet of ribbon make?
3. If nuts are 6 a penny, how many could you get for $4\frac{1}{2}$ d.?

Picture Study.

A & B Describe Raphael's "The Transfiguration."

French.*

- A 1. Make six sentences, in French, telling the colour of six things in your schoolroom.
2. Say something, in French, about each day of the week.
3. Describe the picture *Le Maison*, page 29.
- B 1. Tell, in French, about the pictures on pages 62 and 63.
2. Recite: "Le Mariage de la Bécasse et de la Perdrix."

Brushdrawing.

1. Two kinds of twigs.
2. A picture of a story you have read.
3. A horse feeding.

Recitations.*

Father to choose a hymn, a poem, a Psalm, and two passages from the Bible Lessons.

Reading.*

Father to choose unseen passage.

Music.

1. Tell about some composition of Debussy you have heard.
- * Examine in work done and report progress.

Singing.*

Father to choose an English and a French song, and I A, two tonic sol-fa exercises.

Drill.*

Drill, before parents.

Work.*

Outside friend to examine, but list of handicrafts completed to appear on Report Form.

N.B. 1.—Examination to begin on Wednesday, March 21st, or April 4th. Papers to be posted on Wednesday, March 28, or April 11th, *with no other enclosures*.

2.—Subjects thus indicated (*) to be marked on the *Parents' Report* according to Regulations.

3.—Members are asked to read the Regulations carefully, as much time is lost by the Examiners when (a) there is no numbered list of the subjects sent for examination, (b) the papers for each child are not fastened together, or (c) the name of the member does not appear.

4.—Answers may not be written on both sides of the paper. The papers should be tied together loosely with string.

5.—Please note carefully (a) the amount of written work expected in Form I., (b) the Regulations as to the number of papers to be sent in by Schools, *e.g.*, papers from I A *or* B, II A *or* B.